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ABSTRACT

The Honors Speech course at Florida A&M University, which is a special section of the Public Speaking course, is designed to develop appreciation of and skills in the preparation, delivery, and criticism of speeches. The honors course is different from the regular course in (1) the smaller enrollment in the course; (2) the topics of the speeches presented; and (3) the expanded content and faster pace of the course. (An extensive appendix presents a course syllabus; a list of special assignments; a sample speech outline; an outline format; a speech evaluation form; advice on speechmaking; instructions for a project report; a pronunciation list; a description of small group techniques; the introductory unit for the course; advice on writing speeches to inform, persuade, or entertain; a discussion of stagefright; hints for giving speeches; and an outline for a vita.) (RS)

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HONORS SPEECH AT FLORIDA A&M UNIVERSITY

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ED 406 707

AN ABSTRACT

A speech course as a part of an Honor Program is described in this article. The special Public Speaking course is designed to develop appreciation of and skills in the preparation, delivery, and criticism of speeches. The Course is different from the other Public Speaking courses in class size, topic emphasis, and pace and depth of the course.

AN AUTOBIOGRAPHICAL SKETCH

Dr. Adeline L. Evans is a Professor of Speech at Florida A&M University. She served as Acting Assistant Vice President for Academic Affairs, and President of the University Faculty Senate. Furthermore, she served as President of the Florida Communication Association.

Evans earned several degrees in the academic discipline of speech, drama, and English. She earned the Doctor of Philosophy from Florida State University in speech communication and speech pathology; Master of Arts from Louisiana State University; speech pathology certificatiion from Louisiana Tech University; and the

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Bachelor of Science from Grambling State University in speech, drama, and English education.

Evans wrote two books and numerous articles. She also conducted several studies. Furthermore, she was one of the first Professors at Florida A&M University to win the Distinguished Teacher of the Year Award, after receiving the Teacher of the Year Award. Recently, she received the Outstanding Service Award from the Florida Communication Association.

HONORS SPEECH

INTRODUCTION

For many years, Florida A&M University had honor courses in English literature and mathematics with an annual honors convocation; but the University did not have an honor program. Today the University has a bona fide Honors Program, with a director, core courses, and prospective Honors Program graduates. The Honors Speech Course is one of the course requirements in the Program. A description of the Honors Program requirements and the Honors Speech Course will be given in this paper.

HONORS PROGRAM

Honors Program Requirements

According to the director, the Honors Program is committed to the total educational, cultural, and social development of the students. The students eligible for the Program are as follows:

1. Entering freshmen with B or better high school averages and a minimal ACT score of 23 or SAT score of 1100.

2. Freshmen or sophomores with 3.20 cumulative averages, having no grade lower than B-.

3. Other students as recommended by the advisory board.

Graduate requirements for the Honors Program include the following:

1. A minimum cumulative average of 3.20, on a 4.00 scale.
2. A minimum of 21 hours of Honors Program courses.
3. Completion of an Honors thesis in the senior year.

Honors Speech Course

The Honors Speech course, SPC26000H1, which is a special section of the Public Speaking course, is designed to develop appreciation of and skills in the preparation, delivery, and criticism of speeches. It is different from the regular Public Speaking course in 1) the smaller enrollment in the course; 2) the topic emphasis; and 3) the pace and depth of the course. The course syllabus and activity sheet are found in the appendix. Discussion of the aforementioned course follows:

Since the emphasis of an Honors Program should be the development of leadership skills, the Honors Speech Course, Public Speaking, SPC26003H1, requires two major speeches, one of which is a speech on the definition of leadership. The other major speech is a persuasive speech on an academic issue, with recommended solution(s). The several minor speeches are a book review, an introduction, and three experiential speeches. The book review is based on a book the student selects, but no two reviews may be based on the same book. A specific format for the written review is given each student, the result of which becomes the scholarly product of the course. (Each written review is copied, placed in a booklet with an appropriate title page, and given to each

student in the course at the end of the semester.) The experiential speeches are presentations based on nine selected topics, three of which each student must deliver in the course. Since the students do not know which of the three they must present, they prepare one for each of the nine topics. A worksheet for the experiential speeches is included in the Appendix.

The project in the course is a written report of a speech each student presents to a selected audience outside the classroom. The students must include the preparation for the speech, the speech itself on an audiotape, an analysis of the speech, and the reaction of the audience after the speech.

The topical differences between the Honors Speech classes and the regular Public Speaking classes are below:

Speech Classes

	Honors Speech	Regular Public Speaking
First Speech	Define Leadership.	Define An Abstract Term.
Book Review	Present A Book Review.	Do Not Present A Book Review.
Project	Write a Review Of A A Speech Delivered Outside Of The Classroom.	Write A Review Of A Speech Observed Outside Of the Classroom.

The second distinguishing characteristic of the Honors Speech course is that of class size which makes all of the difference in the teaching strategy. While the regular speech courses have an enrollment of 40 to 50 students, the Honor Speech course has an enrollment from 15 to 25 students. In the smaller class, the students make longer speeches, spend more time in critiquing the speeches, and use more time in pre-speech activities. They even ask more general questions concerning other issues, such as financial aid, CLAST requirements, Gordon rule courses, and residence requirements.

The third characteristic of the Honors Speech course is that the course is expanded and the pace faster. For example, the student speeches are longer, from 6 to 9 minutes long, with three to twenty references. The speeches include larger vocabularies, and the written outlines are more expanded. For the most part, the speeches are delivered extemporaneously, not read, and often they are delivered from memory. The students' term projects are often longer, with a longer reference list, and have fewer grammatical errors. During lecture, the students frequently ask more questions on the subjects presented in class, be they on the course content or on University issues.

All in all, students in the Honor Speech course a) demonstrate inquiring minds in the number of varied questions they ask and the responses they give; b) present more timely responses to the assignments; and c) submit more elaborate papers, as speech outlines, speech reviews, book reviews, or term projects.

Course Expansion

Since the initiation of Honors Public Speaking, several changes have been made:

1. When students other than those who are Honor students inadvertently enroll in the course, the other students are given modified projects, and different speeches to develop and to present in class.

2. A book review was not required during the inception of Honors Speech. Presently, both an oral and a written book review are required. As a class project, the students must present one page book reviews, following a specific outline, to be included in a booklet of reviews for each student in the class. The Professor develops the Title Page and the Table of Contents for the reviews. Please find a copy of the book review format in the Appendix.

3. Whereas the students were required to present five speeches, they now must present seven speeches, two major speeches and five minor speeches. The major speeches carry a maximum of 25 points each, and the minor speeches, 10 points each. Please find a description of the assigned speeches in the Appendix.

Survey

A survey of what Honors Speech courses are offered in the State of Florida was conducted. At the Florida Communication Association Fall Convention (1990), a short questionnaire was distributed to the membership. Fewer than ten questionnaires were returned. None of the respondents taught in the high schools. The results indicated that the University of Central Florida and the University of Florida had Honors speech courses. The survey will be conducted again at the 1996 Florida Communication Association Convention in Orlando.

CONCLUSION

Honors Speech is certainly a delight to teach. The students are very challenging and express immense interest in the class activities. Over the years, the requirements in the course have changed.

THE APPENDIX

Name---------- Date-------
SS#---------- Course---------
Class/Period----------

HONORS PUBLIC SPEAKING

Teacher: Dr. A. L. Evans

Office Room No.: 110/107 Tucker Hall

Course Objective: A special honors class to develop appreciation of and skills in the preparation, delivery, and criticism of speeches.

Behavioral Objectives

Cognitive:

Understand information on ancient and classical rhetoric, the speaking process, speech models, speaking modes, three basic speech types, listening, speech criticism, speech outlining, style, and delivery techniques.

Psychomotor:

Pronounce a list of 100 words.

Develop an informative, persuasive, special occasion, and a fact-sheet speech according to selected criteria.

Deliver an informative, persuasive, special occasion, and a fact-sheet speech by employing vocal variety, rate, pitch, and intensity; articulating clearly in adequate American English; and by demonstrating appropriate non-verbal behavior.

Write a report on a speech.

Write critical essays on selected speeches.

Affective:

Appreciate public speaking by evaluating selected speeches and speech presentations in class.

Major Class Activities

The students will listen to sample speeches.

The students will present individual speeches.

The students will review an audio-videotape of one of their presentations.

The students will criticize speeches appropriately.

The students will pronounce a selected list of difficult words.(In the Speech Lab.)

Evaluation

Pass five or more tests with 70 percent accuracy.

Pass the speech presentations with 15 to 25 points each.

Pass 100-word list with 90 percent accuracy.

Pass the speech project with grades from C to A.

Content

Unit 1. Introduction

a. Course Outline

b. Speech Preparation and Delivery

c. Speech Essays

d. Project Outline and Report

e. Speech Introductions

f. Speech Outlines

Unit 2. Informative Speeches: The Definition Speech

a. African Historical Perspective

b. Greek and Roman Historical Perspective

c. Rhetoric

d. Public Speaking Definition

e. Speech Model

f. Speech Modes

g. Speech Sections

h. Speech Evidences/Support/Appeal

i. Organizational Formats

j. Communication Visual Aids

k. Sample Speeches

l. Sample Outline

m. Speech Development

n. Speech Test

o. Speech Presentations

p. Speech Evaluation

Unit 3. Listening

a. Hearing and Listening

b. Active and Passive Listening

c. Critical and Literal Listening

d. Feedback

e. Logical Appeal

f. Emotional Appeal

g. Ethical Appeal

h. Organizational Formats

i. Main Idea/Core Statement

j. Facts and Opinions

k. Speaker's Tone/Attitude

l. Listening Test

Unit 4. Persuasive Speeches

a. Definition

b. Sample Speeches

c. Propaganda Techniques

d. Human Needs According to Carroll

e. Human Needs According to Maslow

f. Motivational Sequence

g. Stimulation Type

h. Action Type

i. Convincing Type

j. Speech Outline

k. Core Statement

l. Persuasive Test

m. Persuasive Speech Presentations

Unit 5. The Speech Project

a. Format

b. Content

c. Core Statement

d. Organization

e. Structure

f. Evaluation

g. Deadline

Unit 6. Appropriate Style and Delivery (Speech Lab)

a. Style

1) Word Stems

2) Morphemes

3) Affixes

4) Prefixes

5) Suffixes

6) Synonyms

7) Antonyms

8) Homonyms

9) Heteronyms

10) Transitional Units

11) Troublesome Terms

b. Delivery

1) Pronunciation

2) Gestures (Kinesics)

3) Facial Expression

4) Voice

5) Objectics

6) Space (Proxemics)

7) Other Nonverbal Behavior

Unit 7. Special Occasion Speeches

a. Introductions

b. Nominations

c. Tributes

d. Book Reviews

e. Movie Reviews

f. Taped/Radio Speeches

g. Advertisements/Commercials

h. Situational Speeches

i. Entertainment Speeches

j. Others

k. Unit Test

l. Speech Outlines

m. Speech Presentations

Unit 8. EXPERIENTIAL SPEECHES

a. Impromptu Speech

b. Speech Topic Assignment

c. Speech Presentations

Unit 9. Final Examination

a. Best Outline

b. Project Revision

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Textbooks:

Evans, A. L. Speech and Language Control: An Individualized Approach to Speech Improvement. Dubuque, Iowa: Brown/Benchmark Publishers, 1992.

Lucas, S. The Art of Public Speaking. 5th Edition.

Supplementary Textbook:

Ehninger, D., Gronbeck, E.,& Monroe, A. H. Principles of Speech Communication. 12 Brief Edition. Glenview, Ill.: Scott, Foresman & Co., 1988.

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Whitman, Richard F., & Foster, Ted J. Speaking in Public. New York: MacMillan Publishing Co., 1987. Greek and Roman Rhetorical Theory History, pp. 15-21; Theories of Humor, pp. 320-328.

Wolvin, A. D., & Coakley, C. G. Listening. Dubuque: William C. Brown Company Publishers, 1982.

SPECIAL ASSIGNMENTS

The Honor's Public Speaking class has several written assignments. The major written assignment is the speech review in which the student is to find a suitable audience for the speech presentation and to write an analysis of the preparation for the speech and of the delivery of the speech. The written review should include the individual evaluations by each member of the audience as well as an audiotape of the student's speech. Requirements for the written asignments follow:

1. A term project, which is a typed review of a speech presented outside of class, should include the following:

a. Title Page
b. Paper Proper
1) Pre-Speech Preparation
2) Speech Review
c. Reference Page

The body of the paper must be five or more pages long.

2. A quotation booklet, which consists of six of more pages of quotations or uncommon statistics, should include the following:

a) Title Page
b) Quotations, with Authors
c) Reference Page

3. A listener's booklet, which consists of ten more more pages of 60 or more speech evaluations, should include the following:

a) Speech Date
b) Speaker's Name
c) Speech Rating
d) Listener's Comments

4. Your best outline of a speech you presented in the class. The outline should include the following:

a) Personal Identifying Information
b) Speech Identification
c) Speech Introduction (in expository format)
d) Main Points (at least three, in sentences)
e) Minor Points (at least two sentences per major point)
f) Speech Conclusion (in sentences)
g) References (at least three completed)

5. Other

All written work will be evaluated on print appropriateness, neatness, format, accuracy, completeness, information organization, standard English grammatical and semantic rules, promptness, and others.

CLASS SPEECHES

Students in public speaking classes are required to develop and to present four or more speeches. These speeches vary in subject, content, and time limits:

1. Definition Speech, 1-25 points, 5-7 minutes long, outline and essay required. The definition speech is the first informative speech required in the class. It may define leadership, as in the case of the Honors Speech Course, or any of these: life, love, heat, light, knowledge, obstetrics, podiatry, congeniality, posivity, culture, intervention, world view, vision, communication, terrorism, silence, heroism, darkness, loneliness.

2. Persuasion Speech, 1-25 points, 5-7 minutes long, outline and essay required. The persuasion speech must include the five steps in the motivational sequence--attention, need, satisfaction, visualization, and action. The attention and need steps are a apart of the introduction. The satisfaction step provides the detail of the item to be purchased or idea to be accepted. The satisfaction and the visualization steps are the body of the speech. Sometimes the need step may be includes in the body. The conclusion includes the action step. The action step should include a summary of the key points from the other sections and the appeal to action. The persuasion speech may be based on an item the speaker wants to sell or an idea he or she wants to promote. Sample topics are as follows: "The Best Machine on the Road," " A Wrinkless Tie,"" Money to Burn,"" The Best Band (or whatever) in the Land,","The Policy We Must Follow Is --," etc.The Honors Speech Classes must select a problem in academia. Audiovisual aids must be used in the speech outlines and presentations.

3. Experiential Speeches, 1-10 points, 3 minutes long, no outline required.. The topics will be assigned the students based on the number of the topics they select. The students are to jot down a few notes on an index card for each of the topics. These speeches are based on the experiences of the students. The topics may include transportation, government, economics, media, ecology, art, food, medicine, literature, and dreams.

4. Special Occasion Speeches, 1-10 points, up to 3 minutes long, outline and essay required. The special occasion speeches may be tributes, nominations, introductions (of persons who are about to present speeches in class), book , play, or movie reviews, taped speeches (presented to the teacher on a standardized audiocassette tape, with speech outline,and manuscript having music or sound effects so indicated), special audience speeches, commercials, other occasions, etc. Students must use a joke or anecdote in the introduction of the special occasion speeches. The Honor's Speech class must present book reviews. The reports should include bibliographical information on the books, a gist of the content of the books, interesting points in/on the books, and measures of good literature in the books--theme, content, style, consequencies, and benefits. Three references are also necessary.

Name_____
Date_____ SS#_____
Class/Time_____
Assignment Sample Speech Outline

Name : Sharon D. Early
Title : Narcolepsy
General Aim : To inform (Definition Speech, Type A)
Core Statement: Narcolepsy is a sleeping disorder characterized by attacks of sleep, cataplexy, sleep paralysis, and hypnagogic hallucinations.

I. Introduction

Narcolepsy affects as many as 200,000 people in the United States alone. As defined in Webster's Dictionary, narcolepsy is "a condition of frequent and uncontrollable desire for sleep."4 I was first introduced to the term by a friend who told me that I had narcolepsy because I always went to sleep in class. He thought like many people that narcolepsy is an illness of excessive sleep. More precisely, narcolepsy is a sleeping disorder consisting of inappropriate attacks of sleep, cataplexy, sleep paralysis, and hypnagogic hallucinations. I will explain each of these symptoms to you.

II. Discussion

A. Sleep attacks are brief episodes of sleep that occur at any time of day. 3

1. People with narcolepsy tend to fall asleep several times a day, even though they get enough sleep at night. 3

2. These episodes tend to occur during times of boredom or after meals, but they can also appear when least expected.

B. In addition to excessive daytime sleepiness, another major symptom of narcolepsy is cataplexy. 1

1. Cataplexy is a condition in which the person remains fully awake but cannot move. 1

2. Most episodes of cataplexy, which are usually very vrief, are brought on by strong emotions.

3. According to the book, Human Sleep and Its Disorders, cataplexy is the most common symptom in addition to the sleep attacks.

C. Two additional symptoms, sleep paralysis and hypnagogic hallucinations, complete the group of four characteristics of narcolepsy. 2

1. In sleep paralysis, the person suddenly becomes unable to move just as he or she is falling asleep. 2

2. Hypnagogic hallucinations are vivid, realistic dreams that occur at the beginning of sleep. 2

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D. The cause of narcolepsy is unknown.

1. Recently, scientists at the Stanford University Sleep Research Center found a strain of canine narcolepsy in Doberman pinshers.

2. Symptoms of narcolepsy usually begin in people between 10-20 years old.1

3. Scientists believe the symptoms are related to REM (Rapid Eye Movement), the phase of sleep during which people dream.5

III. Conclusion

Once narcolepsy develops, it usually lasts for most of one's life.5 The symptoms may start at different times and occur in varying combinations. The most typical pattern is the onset of sleep attacks with the development of the other symptoms occurring later. Not all people who are abnormally sleepy have narcolepsy, but if they also experience cataplexy, they are almost certain to have narcolepsy.

IV. References

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2. "Narcolepsy." Collier's Encyclopedia. New York: P. F. Collier, Inc., 1983, Vol. 17, pp. 142-143.

3. Usdin, Gene, ed. Sleep Research and Clinical Practice. New York: Brunner/Mazel, Publishers, 1973, p.26.

4. Webster's New Twentieth Century Dictionary. Cleveland: The World Publishing Company, 1974, p.1194.

5. The World Book Encyclopedia. Chicago: World Book, Inc., 1983, Vol. 14, p. 146.

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NAME_____ SS#_____
COURSE/CLASS_____ DATE_____

OUTLINE FORMAT

Speech Type_____
Speech Purpose_____
Core Statement_____
_____
_____
_____.

Introduction (Attention, Need, and Purpose)

_____
_____
_____
_____
_____
_____.

Body (Sentence Outline)
I. (Major Point /MP/)_____
A. (Support Statement/SS/_____
B. (SS)_____

II.(MP)_____
A. (SS)_____
B. (SS)_____

III. (MP)_____
A. (SS)_____
B. (SS)_____

IV. (MP)_____
A. (SS)_____
B. (SS)_____

Conclusion (Summary)

_____
_____
_____
_____
_____
_____

References

1._____
_____
2._____
_____
3._____
_____
_____
_____

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NAME_____
SS#_____
DATE_____
COURSE_____
CLASS/PERIOD_____

SPEECH EVALUATION (Revised)

Title of Speech:_____
_____

Speech Type:Definition_, Introd._,
Persuasion_, Experiential_, Other_.

One point for each "yes" response. (Allow four points each for a 100-point scale, & 1/2 pt. each for a 10-pt. scale, except #6,7,& 22.) Deduct three points for each minute below time limit.

	Yes	No
1. Topic was appropriate.	-	-
2. Topic was novel/creative.	-	-
3. Intro. had attention/need.	-	-
4. Content was sufficient.	-	-
5. Content was relative.	-	-
6. Three refers. were stated.	-	-
7. Three refers. were correct.	-	-
8. Content was accurate.	-	-
9. Content was current.	-	-
10. Content was complete.	-	-
11. Organiz. was distinct.	-	-
12. Organiz. was appropriate.	-	-
13. Vocal rate was emphatic.	-	-
14. Vocal quality was pleasant.	-	-
15. Vocal tone was loud.	-	-
16. Gestures were used.	-	-
17. Facial express. was approp.	-	-
18. Eye contact was 1/2 of time.	-	-
19. Key wds. were pron. correct.	-	-
20. Grammar was correct.	-	-
21. Word choices were varied.	-	-
22. Two new words were introd.	-	-
23. Annoyances were few (0-2).	-	-
24. Conclusion was impressive.	-	-
25. Main ideas were evident.	-	-
Additions:		
Outline was satisfactory.	-	-
Visual aids were appropriate.	-	-
Motivational sequence was incl.	-	-

COMMENTS_____
_____

NAME_____
SS#_____
DATE_____
COURSE_____
CLASS/PERIOD_____

SPEECH EVALUATION (Revised)

Title of Speech:_____
_____

Speech Type:Definition_, Introd._,
Persuasion_, Experiential_, Other_.

One point for each "yes" response. (Allow four points each for a 100-point scale, & 1/2 pt. each for a 10-pt. scale, except #6,7,& 22.) Deduct three points for each minute below time limit.

	Yes	No
1. Topic was appropriate.	-	-
2. Topic was novel/creative.	-	-
3. Intro. had attention/need.	-	-
4. Content was sufficient.	-	-
5. Content was relative.	-	-
6. Three refers. were stated.	-	-
7. Three refers. were correct.	-	-
8. Content was accurate.	-	-
9. Content was current.	-	-
10. Content was complete.	-	-
11. Organiz. was distinct.	-	-
12. Organiz. was appropriate.	-	-
13. Vocal rate was emphatic.	-	-
14. Vocal quality was pleasant.	-	-
15. Vocal tone was loud.	-	-
16. Gestures were used.	-	-
17. Facial express. was approp.	-	-
18. Eye contact was 1/2 of time.	-	-
19. Key wds. were pron. correct.	-	-
20. Grammar was correct.	-	-
21. Word choices were varied.	-	-
22. Two new words were introd.	-	-
23. Annoyances were few (0-2).	-	-
24. Conclusion was impressive.	-	-
25. Main ideas were evident.	-	-
Additions:		
Outline was satisfactory.	-	-
Visual aids were appropriate.	-	-
Motivational sequence was incl.	-	-

COMMENTS_____
_____

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SPEECHMAKING

Steps in Speechmaking:

a. Select a subject.
b. Narrow your subject and determine the purposes.
c. Analyze the audience and the occasion.
d. Gather information.
e. Make an outline.
f. Practice the speech aoloud
g. Deliver the speech

Select a subject based on these:

a. That you like to talk about
b. That your audience would be interested in -- money, sex, security, love, and marriage, health, race relations, etc.
c. That can be delivered effectively in the time allowed.
d. That you know something about.
e. That is not too statistical or personal.
f. That your audience needs to know about.

Decide upon your purpose. Will you inform, persuade or entertain your audience.

Narrow the subject.

Is there a lot of information on the subject?
Do you have ample information on the subject?
Will you have time to gather sufficient information?
Does all the information point back to the purpose?
Just think about the subject and write all you know about it including references to consult.

Analyze the audience and the occasion.

What is the occasion? Try to articulate it.
Is the audience different in race, nationality, professional affiliation, sex, faith or denomination?
Is it a large audience? What are the interests represented?

Gather information

Write down all the sources you can remember.
Go to each source with pen and paper.
Include complete bibliographical information on each reference.
Use one card or one sheet of paper for each "bit" of information.
When quoting or paraphrasing, state it.
Place subtopics at the top of each page or card.
Make sure you have more information than you need.

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Make an outline.

Begin the outline with the topic, subject and purpose.
Include an introduction, discussion and conclusion.
Jot down major topics and support for each topic,
Support may be in the form of statistics, testimonies, illustrations, reiteration, definition, specific instances, analogy, description, etc.
Decide on an organizational pattern -- chronological, spatial, step by step, special topical, problem-solution, cause-effect, etc.

Practice the speech aloud at least seven times.

Deliver the speech.

First Speech (Definition)

1. Select a term in your field of study.

2. Read and consult many other sources about term.

3. Determine the topic and the specific objective of speech.

4. Describe you audience in terms of demography, interest, knowledge, and attitude.

5. Meet with your small group to discuss you topic. Turn in date/time/place of the meeting.

6. Read more references and/or consult more outside sources.

7. Write an outline on the speech. Include a) complete sentences, b) an introduction in paragraph form, c) a discussion with at least three major points and two minor points under each major point, d) a conclusion written in paragraph form, and e) three or more complete references.

8. Present the speech to the small group. Get criticism and evaluation from the small group. Turn in written form the criticism and the evaluation from the small group in addition to the date/time/place of the speech presentation.

9. Present the speech to the entire class.

Special Problems

1. As you research your topic, include more information than necessary. Beginning speakers tend to present too short a speech. Be sure to include one or more of these types of support or evidences: statistics, figures used to show a relationship, may include mean, median, mode, percentage, proportion, range, and the like; testimonies, citing verbatim from others or summary of ideas from others, may be presented of authorities who are credible to the audience; illustrations, long examples, may be hypothetical or real; specific instances, short examples, may also be real or fictitious; reiterations, restatements refer to stating the idea in other words; explanations, a waste basket term, refers to those statements that enhance clarity and understanding, which may include narrations, descriptions, and definitions; analogies, comparisons of items that are dissimilar, may also be real or fictitious, or literal or figurative; and comparison and contrasts, techniques similar to analogy, are usually used together.

2. Maintain adequate eye contact. To do so you must be very familiar with your speech content.

3. Speak loudly so that students in the back of the room can hear and understand you.

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HONOR'S SPEECH

THE PROJECT

Deadline for the typed, completed and in adequate form report of the project several weeks before the semester is over: _____

Sections of the report:

I. Introduction
   A. Why are you doing the project?
   B. Why did you select the speaker, occasion, date, etc.?
   C. What will be the method of presentation of the report?

II. Pre-Speech Activities
   A. Find out about the speaker, the speech, and the audience fro the speaker.
      1. What's his or her name?
      2. Where is he or she from?
      3. Find out about the speaker's family ties, education, uniq experiences, publications, speaking performances, commun service, beliefs, attitudes, values, and philosophy.
      4. Why is he or she making the speech?
      5. What does the speaker know about the make-up of the audi
      6. What kind of response would the speaker like from the audience?
      7. What will the speech be about?
      8. How will the speaker know that he or she has accomplishe the goal?

III. The speech
   A. Identifying Information
      1. When and where was the speech held?
      2. What was the title of the speech?
      3. What was the occasion?
      4. Why was the speech given?
      5. Give any other information necessary to identify the sp
   B. Speech Type
      1. What type of speech was it?
      2. Why did you classify it as such?
   C. Speech Content
      1. What was said in the speech?
      2. State quotations from the speech.
   D. Speech Organization
      1. How was the speech organized?
      2. Consider these in making your decision: chronological, process or sequence, topical, spatial, sermon format, problem-solution, cause-effect, interview, and others.
   E. Speech Evidence
      1. Was logical proof, such as statistics, expert testimonies, examples, analogies, or explanations, used in the speech.
      2. Was deductive, inductive, or cause/effect logic used.
      3. Explain the speaker's ethical appeal/proof in terms of character, intelligence, goodwill, and dynamism.
      4. Was the speaker believable in in/extrinsic proof?
      5. Was emotional appeal in terms of using the needs or arousing emotions of the audience evident?

F. Speech Style
   1. Remember style refers to the arrangement of the words to present the ideas.
   2. A plain, moderate, or a grand style should be considered.
   3. Were figures of speech used?
   4. Did the speaker use long sentences, complex sentences, or even large, unfamiliar words?
   5. Were poems recited?
   6. Was the speaker's style different in any other way?

G. Speech Delivery
   1. Was the delivery flamboyant, majestic, or simple?
   2. Were many gestures used?
   3. Describe the speaker's pronunciation, grammar, vocabulary, and nonfluencies.
   4. Did the speaker read the speech or present it otherwise?

H. Speech Effectiveness
   1. How effective was the speaker?
   2. Explain your response.

IV. The Audience
   A. Describe the make-up of the audience.
   B. How did the audience respond to the speaker?
   C. Compare the audience the speaker described to what you actually observed.

V. Post-Speech Activities
   A. Did the speaker think that his or her purpose was accomplished?
   B. What additional information was revealed, such as items that the speaker wanted to cover but did not? Explain your answer.

VI. Conclusion
   A. Give a summary or a summary statement.
   B. Give any other conclusion you deem necessary.

Remember to submit your project report on time. It should include a response to all of the above items. You must have at least _____ pages in your report.

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EVALUATION FORM

Name_____ Date_____ Work_____

Results_____

EVALUATION FORM

Name_____ Date_____ Work_____

Results_____

EVALUATION FORM

Name_____ Date_____ Work_____

Results_____

EVALUATION FORM

Name_____ Date_____ Work_____

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Results_____

EVALUATION FORM

Name_____ Date_____ Work_____

Results_____

EVALUATION FORM

Name_____ Date_____ Work_____

Results_____

WRITING ESSAYS (Revised)

1. Get a clear understanding of the title, purpose, development, style, length, and format of the essay.

2. Read the assigned literature on which the essay is based.

3. Develop a core statement (thesis) for the essay. A core statement is a summary statement of your prospective essay. It should be one complete, accurate, positive, specific, and inclusive sentence about the essay. If the core statement is inclusive, it will imply methods of developing the essay.

4. Include a version of the core statement in the introductory paragraph. Remember that the introductory paragraph should include or imply an attention getter, a need, a purpose, and/or a method of development/organization.

5. Write at least three supporting paragraphs which are developed from the core statement. Each of the paragraphs should have at least four sentences. Remember that transitional and summary paragraphs need not be as long.

6. Write a concluding paragraph. A summary paragraph is always useful, as it restates the major ideas in the essay and restates the core statement.

7. Develop the speech criticism in one of several ways. One way is to explain the setting or communication situation as a beginning and then to develop a core statement based on the content, language, and/or delivery of the speech. The critic may also relate aspects of the speech to his/her attitudes, beliefs, values, interests, and/or knowledge.

Examples of core statements are these:

1. Narcolepsy is a sleeping disorder characterized by attacks of sleep, cataplexy, sleep paralysis, and hypnagogic hallucinations.

2. Delaware, one of the early states, is quite interesting because of its population diversity, its entertainment facilities, and its educational and industrial opportunities.

Note: A speech criticism may also include logical and/or ethical factors. Consider the importance of the occasion or speaker; the achievement of the goal of the speech; the sound reasoning in the speech; and the ethics or morals of the speaker. Ethical factors include the desired end, means or goals, motives, or the consequences of the speech.

Name_____SS#_____ Date_____
Class/Course_____Teacher_____

HONORS SPEECH PRONUNCIATION LIST

1. abode
2. accommodate
3. amortize
4. aggravate
5. aloof
6. allusion
7. ample
8. amplify
9. approximate
10. asked
11. assumption
12. authorize
13. brochure
14. bankruptcy
15. businesslike
16. calendar
17. conscientious
18. crystallize
19. intricate
20. itinerary
21. lucrative
22. Proverbial
23. mahogany
24. candid
25. complement
26. council
27. dessert
28. heartrending
29. excel
30. compliment
31. lay
32. lie
33. maroon
34. thrifty
35. refugee
36. refine
37. moral
38. oxidize
39. obsolete
40. perceive
41. patronize
42. actually
43. specific
44. variegated
45. violent
46. this
47. graduation
48. rigmarole
49. bravery
50. salient
51. umbrella
52. both
53. the (said before a vowel)
54. the (said before a consonant)
55. statistics
56. another
57. children
58. health
59. question
60. acumen
61. askew
62. awry
63. capricious
64. chic
65. cliche'
66. culinary
67. cupidity
68. scenario
69. bulwark
70. accolade
71. extol
72. err
73. eugenics
74. euphemism
75. euphoria
76. euthanasia
77. facade
78. fiance'('ee)
79. grimace
80. imbue
81. infuse
82. oblique
83. pathos
84. placate
85. puerile
86. pugilist
87. pulverize
88. regalia
89. risque'
90. sadist
91. savory
92. suave
93. unique
94. usurp
95. affect
96. effect
97. amenable
98. amiable
99. bravado
100. bibliography

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PROBLEM SOLVING TECHNIQUES

John Dewey (1859-1952), the famous American philosopher and educator, presented the reflective method of problem solving many years ago. Reflective thinking includes the following processes:

1. Defining the problem. The problem to be solved must be very definite and specific. These questions may help to define the problem:
   a. Precisely, what is the problem?
   b. Can the problem be stated in 25 words or less?
   c. Does the problem have a history?

2. Analyzing the problem. The problem must be broken into several components, including the symptoms and consequences of the problem. Information must be collected to understand the magnitude of the problem, and standards for a solution must be set.

3. Suggesting possible solutions. Suggestions must be given to solve the problem and a listing of the solutions must be done. Three important group techniques called brainstorming, piggybacking, and posting are important in this process.

4. Developing and comparing solutions. Research and review are important in this process. Techniques used to solve similar problems must be ascertained and analyzed, and criteria for solving the problem must be addressed again in this process as well as in all succeeding processes. One solution must be compared to another until the better of the solutions has been developed. The solutions should be compared on the factors of cost, facility, efficiency, timeliness, benefits, and concomitant problems. Consequences of the use of the solutions also must be considered.

5. Selecting a solution. The solution selected must be viewed with the results perceived and projections of the consequences of the solution ascertained. If this step is not handled well, the solution found could be worse than not having a solution. In fact, one important question that must be reviewed is "What would happened if the problem were not solved?"

6. Actualizing (activating) the solution. The steps and procedures to utilize the solution must be planned and implemented. The consequences of the solution must be observed. An evaluation procedure must be included in utilizing the solution. The solution must be observed to have solved the problem. The solution must also satisfy the criteria for solving the problem.

In applying reflective thinking, the students should use the six processes in planning, preparing, practicing, and delivering the speeches.

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SMALL GROUP TECHNIQUES

Many problems in a democracy are solved through small group interaction. These small groups, usually in the form or committees or teams, have two functions: task and social functions. The task function is the specific charge to the group, e.g. to recommend nominations for officers of the club. The social function includes that which is necessary to arrive at the task function. Both leader and group members are necessary to effect the group's task. Groupthink, when strong, does not serve the group well. Groupness, consensus, and openness are extremely important in the work of small groups.

The leader of the group should understand the task and social functions, prepare him/herself for the task, plan the group discussion, prepare the place for the group, open the discussion on the topic (nature, importance, benefits), maintain discussion and cordial attitude, ensure member participation, summarize the discussion results, and close the discussion. Group members must understand the task, prepare themselves on the subject concerning the task, and explore solutions to the problem. A leader who can lead the group to reach a consensus on an issue has used the more desirable method at reaching decisions in groups. Another method of reaching a decision in groups is by a majority vote in which fifty percent plus one of the members voted for the decision or a plurality vote in which more of the members voted for the decision than any of the other decisions.

Several small group forms are below:

1. Panel - a group of persons who discuss a topic of general interest before an audience. The role of the leader is vital. Many times, the panel has a moderator who serves as the leader.

2. Forum - a public meeting or lecture that provides audience participation. Usually a resource person makes a presentation at a forum.

3. Symposium - a formal meeting at which several specialists deliver short addresses on related topics.

4. Brainstorming - a problem solving technique that involves spontaneous contributions from all members of the group; the unrestricted flow of ideas. Piggybacking is a concomitant process in that when a participant adds to another participant's ideas, the former participant has engaged in piggybacking.

5. Posting - the listing of ideas from the group. The listing is done so as to prioritize the ideas.

6. Parliamentary procedures - a set of longstanding rules to help the group reach decisions in a democratice manner. These procedures include developing a constitution, taking minutes, and setting a meeting format. A handout on parliamentary procedures is available.

BOOK REVIEW

The Public Speaking Honor class members are responsible for book reviews. The oral part of the book reviews may vary in length, not to last longer than seven minutes, and each book review counts for a maximum of ten points. The written part should be handed to the teacher and students before the oral presentation for their appreciation. This will be one of the by-products of the class, a compilation of all the book reviews presented in the class. Quotations from at least two sections of the book are required in the review. Each student is to review a different book. An explanation of this speech type follows:

The purpose of a book review is to tell enough about the book to get the audience to read the book. It consists of three parts: 1) the bibliographical information on the book, 2) the plot or content of the book, and 3) the evaluation of the book.

The bibliographical information of the book includes the author's name, title of the book, name of the city of the publisher, name of the publisher, and the year of the publication. If the reviewer has a copy of the book, this copy could be shown to the audience. The bibliographical information is usually a part of the introduction of the review as well as the reviewer's reason for selecting the book (need), and a method to secure the audience's attention (attention). An anecdote or quotation should be included in the introduction to the book review.

The content or plot and the evaluation of the book constitute the body of the review. The content or plot may include 1) an account of the author's life, 2) the story in the book, and 3) the dialogue or a description of the characters in the book. The evaluation of the book may include

1) a review of other reviews of the book,
2) the setting of the book,
3) the climax,
4) the style,
5) humorous dialogue or incidents,
6) the characterization,
7) the theme, or
8) the significance of the book or author.

Furthermore, the book reviewer may explain what s/he liked or disliked about the book, or why the reviewer found the book interesting or uninteresting, realistic or unrealistic, traditional or nontraditional, modern or archaic, moralistic or amoralistic, scientific or unscientific, or practical or theoretical. The reviewer could include dialogue from the book in any of the aforementioned sections.

The conclusion should include a summary or a summary statement and any other appropriate ending. Remember that all principles of public speaking apply to the book review.

Student's Name_____ SS#_____
Class_____ Date_____

BOOK REVIEW FORM

I. Book Identification
   A. Title
   B. Author's Name
   C. Publishing City, Company, Year; Page Nos.
   D. Book Type (Novel, Fiction, Nonfiction, Biography, Etc.)

II. Book Analysis
   A. Selection Rationale

   B. Characters' Names and Descriptions

   C. Summary (Include quotations with page no. from book.)

   D. Significance (Include quotations with page nos. from book.)

   E. Good Literature Comparison (Include quotations with page nos. from book.)

AFRICAN PERSPECTIVE

Historians and rhetoricians often give credit to the Greeks for the great classical period in which there was vast advancement in literature, architecture, art, law, philosophy. and ideals. Recent information from black historians disputes such a notion. According to Jackson (Introduction to African Civilization, New York, Citadel Press, 1970) and James (Stolen Legacy, San Francisco, 1976). Black people were the inhabitants of what we now refer to as the Sudan, Egypt, Arabia, Palestine, Western Asia, and India. Furthermore, they claimed that these people were called "burnt faces" or Ethiopians. Their story was that Egypt had an institution called the Egyptian Mystery System where in the members received training in the diefication of man/war and the liberation of mind from finite to infinite ideas. They explained that these Mysteries gave instruction in grammar, rhetoric, logic, geometry, arithmetic, astronomy, and music.

Jackson and James (1970, 1976) stated that the Egyptian Mysteries under the order of the Egyptian Grand Lodge were instituted over 5000 years before Christ (B.C.) in the city of Thebes (Diba). They claimed that for many years all schools of knowledge prohibited Greeks to study at the institutions until after the Persian invasion. Then, they explained that Socrates, Plato, Pythagoras, Heraclitus, Parmenides, Democritus, and Aristotle studied in the Egyptian Mystery System.

Have you ever wondered why the doctrine of Socrates and Aristotle were not accepted in Greece? Jackson (1970) and James (1976) reasoned that the doctrines these philosophers taught were not accepted because the doctrines were foreign. Even the sophists were denied their place in Greece, the researchers rationalized, because the sophist taught ideas foreign to the citizens.

Now look how closely the teaching of the Egyptian Mysteries resembled the teaching of Socrates. James and Jackson noted that the Egyptian Mystery System was a secret order in which membership was by initiation and these members had to pledge secrecy even to the extent of forbiting writing. Did not Socrates base his philosophy on the same idea?

How was the vast knowledge of the Mysteries proliferated? James and Jackson reported that when Alexander conquored Egypt in 322 B. C., he turned the Library of Alexander over to Aristotle, his teacher, who took all of the books he could understand for himself, sent some to friends, and destroyed those he could not understand. Moreover, they explained that the Greeks were unable to imitate Egyptian ideology, and subsequently it became corrupted and failed to advance as initially contrived. Lastly, the researchers reported that the Egyptian Temples were closed in 529 A.D. after the edict of Theodosius.

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UNIT 1: INTRODUCTION

Public Speaking: A single speaker employing a relatively formal tone and manner presents a continuous discourse on a subject of supposedly general interest to a sizeable number of other persons.

Rhetoric: An older term for public speaking; the art or science of using words effectively in speaking or writing so as to influence or persuade. During the days of Ancient Greece and Rome, rhetoric was the foundation of all learning, and became the special training for lawyers, statemen and teachers.

Today, public speaking is taught because it helps students convey their ideas to others, helps them gain confidence in speaking which is transferred to other areas of their lives, enables them to practice their profession better, and it develops critical thinking.

Generally, there are three types of speeches: speech of information, speech of persuasion and the speech of entertainment.

Brief History
Public speaking was a discipline even as early as Ancient Greece and Rome. One of the first persons to write a systematic presentation of the principles of public speech was Corax, a Sicilian Greek, about 450 B. C. No copy of the book is extant.

Plato (427-347 B. C.) disliked the way orators of Athens used public speaking. He called it verbal trickery, a knack, in the Dialogues (Gorgias). In Phadrus, he said that true rhetoric was based on truth and moral purpose. He introduced psychology --in order to use rhetoric effectively, the speaker must know the souls of people.

Aristotle (384-322 B. C.) was one of the greatest men of the Ancient time. He systematized most, if not all, of the existing information of his time in rhetoric, logic, drama, ethics, history, biology, law, etc. In Rhetoric, he described the three kinds of rhetoric--deliberative, forensic and epideictic; how the audience determines the effectiveness of a speech; rhetorical syllogism--enthymeme; logical, emotional and ethical proof.(Give definition)

Cicero (106-43 B. C.) was one of the greatest Roman orators and statesmen. In his great rhetorical writing, The Orator and On Oratory, Cicero developed the style of composition and delivery. His speeches have served as models throughout the ages, for he was able to write and speak as no man before him. Between his public service jobs, he did most of his writing.

Quintilian (35-95 A. D.) a Roman educator from Spain was the first public teacher of Rome. In his twelve books called Institutes of Oratory. he wrote everything a speaker should know. He felt that the orator was a good man speaking well.

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Addtional rhetors of the ages are St. Augustine, father of the Church; Erasmus, a Renaissance scholar; Thomas Hobbs; Francis Bacon; John Quincy Adams; and, Edmund Burke.

Clarity is the essence of speaking. Meaning arises within the individual and not within the words.

Three requirements of an effective speaker: have something to say, have a desire to communicate it to others, and present it skillfully.

Keystones to knowledge and wisdom:
Do more than exist -- live.
Do more than look -- observe.
Do more than read -- absorb.
Do more than hear -- listen.
Do more than listen -- understand.
Do more than think-- ponder.

Why don't we listen? Here are some reasons: faking attention, listening only for facts, avoiding difficult information, avoiding the uninterested, criticizing delivery; physiological disturbances such as hungry, aches, etc, and additional psychological disturbances.

Factors common to all speech communication: a speaker within a situation speaking through a message to a listener. There are also feedback and noise.

There is always purpose in communication.

Five forms of communication: monologue, dyadic, small group, public address and mass communication.

Principles of delivery: be natural, look at the listeners, and communicate with the body as well as the voice.

Methods of delivery: impromptu, memorization, extemporization and reading from the manuscript.

How might one begin a speech: refer to the subject or occasion, use a personal reference or greeting, ask a rhetorical question, make a startling statement, use a quotation, tell a humorous anecdote* or use illustrations.

To end a speech, summarize, quote, illustrate or state a personal intention or warning.

There is controversy as to where the most important points should be placed. Some say at the beginning; others say at the end. If the topic is interesting, you may leave your most important ideas for last. However, if the subject is dull, put your most important points at the beginning to captivate your audience.

Generally in the introduction, you want to secure your audience's attention, establish goodwill and state your purpose or the direction of the speech. This is an important time in your speech because you can either turn your audience on or off for the entire speech.

SPEECH TO INFORM

"By informative speaking, we mean speaking appropriately in situations in which the audience is not hostile to the speaker's ideas, and in which the speaker need only to present these ideas with maximum clarity and vividness" (Walter , 1966, p. 2).

Walters called this speech expository.

Informative speeches take many forms. Three of these are oral reports, oral instructions and lectures which occur very frequently in the lives of most of us. In the category of oral reports, scientific reports, committee reports, and executive reports are typical. Oral instructions may be in the form of job instructions, class instructions and instructions for special group efforts. In the lecture category are classroom lectures, lectures on travel and public affairs, and lectures at club meetings, study conferences and institutes.

Three qualities of the speech to inform are clarity, concreteness and association of new ideas with familiar ones. Accuracy of information is important, and variety in sources of information take a close second.

Statistics and testimony will serve well in this type of speech. State references correctly--person, book, place, date, city, etc.

Some examples of organizational approaches are:
Time Relationships

Step By Step Methods

Spatial Relationships

Topical Relationships

Problem-Solution Order

Cause and Effect

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Visual Aids to Amplification
Visual aid--Use of material audience can see to make the speech clear, interesting or persuasive. Technically, a visual aid is material that a speaker can present for his/her audience to see. Most persons are more eye minded than ear minded, and so visual materials serve the speaker two ways: they promote clearness and they are a powerful source of interest.

Blackboard diagrams and sketches-- Preliminary planning and methodical rehearsal make the blackboard sketch effective. They are best used when a speaker builds his sketch step by step. Finally, the speaker must make the sketch or diagram part of the language of the speech. Who has not seen a person who addressed his blackboard rather than his audience? Who has not seen a speaker who covers his drawing, thus forcing the listener to crane his neck, peer and squirm until he at last resigns himself to confusion. Plan the sketches to be large enough, easily visible and attractively designed to show the feature emphasized.

Models and objects--A model is a materialized example. It is a three dimensional representation of an object which is small enough to be displayed in place of the real object or large enough to be seen when the real object is so small to be invisible. Oversized models are often used by the oratory teacher in his discussion of the parts of the oral mechanism. The mock up, life size replica, has been used effectively. The object and model are three dimensional. The speaker should rehearse with the model, and each part introduced precisely when needed. He/she should point out the features and keep his/her eyes on the audience as much as possible.

Chart--A drawing or sketch or any arrangement of lines and colors on a paper or card board prepared prior to delivery of the speech and exhibited during the speech. Some examples are organizational charts, piece o' pie , cutaways and maps. A map is designed to show a certain feature of land or sea.

Graphs--The line graph is best adapted to showing how related sets of facts change and develop according to some common measurement. The bar graph shows comparison. The pictograph is designed to present and compare numerical facts by using a simplified picture.

Visual aids should adhere to principles of size, detail, artistry, visibility, setting and use. They should be large enough to be seen easily, include details for clarity, should be precise; neat and visible to the audience, and should be explained to the audience. Visual aids should not be used when the speech is clear without them; however, they should be used if the speech should take much longer without them. Subjects dealing with explanations of operations, machines, physical and natural evants, structure and organization, and subjects of statistics almost always require visual aids.

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Ask yourself these questions about the speech: Was the introduction attention getting, snappy and relevant to the subject? Was the theme established in the introduction? Was the purpose given in the introduction? Did you establish a need for your information in the introduction? Did you establish rapport with the audience? Within the body, was the topic developed? Was there originality in the information and the delivery? Did the speaker stay on the subject? Was there enough information on the topic? Was support given? What organizational pattern was followed? How was the conclusion? Did the speech just die? Was the conclusion original and just as enthusiastically presented as the discussion?

Practice the speech seven time or more. Look at the audience. Don't use the manuscript in this class. It only encourages reading the speech.

A speech may appeal to the senses--visual, gustatory (taste), olfactory, organic, kinesthetic, tactile or auditory.

First Assignment

1. Select a term in your field of study.

2. Read and consult many other sources about term.

3. Determine the topic and the specific objective of speech.

4. Describe your audience in terms of demography, interest, knowledge, and attitude.

5. Meet with your small group to discuss your topic. Turn in date/time/place of the meeting.

6. Read more references and/or consult more outside sources.

7. Write an outline on the speech. Include a) complete sentences, b) an introduction in paragraph form, c) a discussion with at least three major points and two minor points under each major point , d) a conclusion written in paragraph form, and e) three or more complete references.

8. Present the speech to the small group. Get criticism and evaluation from the small group. Turn in written form the criticism and the evaluation from the small group in addition to the date/time/place of the speech presentation.

9. Present the speech to the entire class.

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SPEECHES TO PERSUADE

Persuasive speaking: to seek to influence the beliefs and actions of listeners and to supply arguments and motivations for thinking and doing as the speaker recommends. "Persuasive speaking is appropriate in situations in which the speaker wishes to change the attitudes, beliefs, values, or behavior of an audience" (Walter, 1966, p. 2).

Propaganda Techniques:

name calling--using pejorative terms to describe a person, organization or thing without adequate evidence, e. g., to label a person un-American, or amoral.

glittering generalities--making general statements considered complimentary without sufficient evidence, such as to claim that a product is good for the people or that a proposition will uphold constitutional rights.

testimonials--using the names of persons or special professionals as if they were experts on the subject at hand , e. g., "My doctor says ... ' or 'The president wants...."

plain folks--using words to indicate that the speaker is one of the common folks, e. g., when a politician acts like a housewife or a farmer.

card stacking--using evidence for only one side of the argument when both sides of the argument should have been presented.

band wagon--making statements which indicate that ... this phenomenon is common, e. g. "'Be on the winning side" and "Everyone is doing it."

The speech to persuade is one in which the public speaker tries to convince the audience to feel a certain way or to do a certain thing. Included in this type of speech are speeches to convince, to stimulate and to actuate.

The speech to secure belief is designed to give a motive for believing or acting. The speech analyzes the claim using facts or values. The organization involves securing the attention and interest of the listeners, stating the claim and showing why a judgment of its truth is needed; presenting the proof; visualizing what they would gain by your proposal; and, appealing for action.

While the primary purpose of the speech to stimulate is to arouse enthusiasm or deepen emotion, it must also direct the aroused enthusiasm or deepened emotion toward a definite attitude or course of action. In attempting to stimulate an audience, don't argue; instead, use striking phraseology, concrete and specific material; contrast strong motivation, vivid imagery, and a slogan whenever possible. Use the form of the one point speech

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organized in two ways: a) when the speaking time is short and and the speaker attempts to intensify feeling about the seriousness of an existing problem, or b) when the problem is clear and the speaker's purpose is to urge the audience to accept an attitude or a course of action. In the attention step, begin with a startling statement, a vivid illustration, a quotation, or a rhetorical question. In the need step, point out the need for greater activity, enthusiasm, a deeper feeling or whatever. The satisfaction step is usually short and may be developed parallel with the visualization step. During the visualization step, use the positive method to heighten the desirability ot the proposed attitude or course of action. Finally in the action step, summarize the points and restate the action or feeling desired. Several sample topics are: "The Unknown Soldier," "If I Were the Voice of America", "The Eleventh Commandment," "The Value of Art Today," and "Religion in the College Student's Life."

The purpose of the speech to convince is to change existing beliefs, to instill new ideas, or to strengthen old beliefs. To achieve the desired response, you must keep two subsidiary purposes in mind: 1) to impress the listeners with the motive for believing, and 2) to convince them of the logic of the proposal. Include a) a concise statement of the solution to the problem, b) an explanation of the solution, c) a thorough theoretical demonstration of how your solution logically and adequately solves the problem, d) actual examples of practical experience, and e) statement of the outcome.

In the speech to actuate, the speaker may want his listeners to purchase an article, go to the polls and vote, sign a petition, donate to a cause, or join an organization. In the attention step, one would present striking facts or rhetorical questions that will appeal to the self interest of the audience. In the need step, one could point out an existing situation that affects the personal welfare of your audience. During the satisfaction step, there is a need to present your solution to the problem, and in the visualization step, one would project the future for the audience. The action step involves closing with a summary of your arguments, pointing out the price of the article and indicating the place of purchase. Some sample topics are "A Wrinkle-proof Necktie," "A Travel Iron," "A New Kind of Notebook."

Another speech to actuate is one designed to secure group approval of action already taken or to action to be taken. The speaker is either a member of the group addressed or a recognized authority on the subject under discussion, and the listeners have the authority to act. Assume you are an

authority on the subject and that you are either a member of the group to whom you are speaking or have been invited by the group to present a solution to a problem. The listeners are undecided on a solution. To get them to agree to your proposal: (attention and need step) begin with a reference to the occasion, follow with a statement of the problem, point out the basic causes of the problem, and make especially clear the requirements or criteria an effective solution must meet; (satisfaction step) state the plan of action you want approved, define any vague terms, show how your proposal meets the needs, use visual aids to demonstrate how your solution will solve the problem, cite proof in the form of statistics, expert testimony, logical reasoning; (visualization) be brief, state the positive method which will solve the problem, and give long term benefits if possible; (action) summarize points favoring your proposal and urge that it be approved.

In analyzing the needs and desires of the listeners, two facts are certain: individual behavior is goal-directed, and individuals may be stimulated by the environment and by internal processes of that person.

Needs may be classified into those physical and those psychological. Carroll (Substance of Mental Health) has stated four needs--physical, emotional, achievement and esteem.

These are Maslow's hierarchy of human needs: physiological needs (food, drink, air, sex), safety needs (stability, law, orderliness), belongness and love (devotion, warmth, affection), esteem needs (achievement, mastery, competence) and freedom and self actualization (self fulfillment, become what one can be) Lower order needs must be satisfied before higher ones.

Motive appeals--appeals the speaker may make to arouse in the listener a particular feeling, emotion or desire. e. g., achievement and display, acquisition and saving, adventure and change, companionship and affiliation, creativity, curiosity, deference, dependence,destruction, endurance, fear, fighting and aggression, anger and competition, imitation and conformity, loyalty and autonomy, personal employment, power, pride, reverence, revulsion, sexual attraction, sympathy, generosity. Limit your appeals to 2 or 3 and don't use conflicting appeals.

Claims may be of policy, fact or value. A claim of policy is one which asserts that a given course of action should or should not be followed, e. g., "US Should Withdraw Its Military Forces from Europe and Asia." Is there is a need for the policy of action proposed? Will the proposed policy or plan work? Is the proposed policy free of the major disadvantages? Is it

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better than any other plan or policy?.A claim of fact is one in which the speaker attempts to persuade the audience that something is or is not true. It is not a fact, such as "Is the US Making Progress in the Fight Against Cancer? "Is He Guilty of Stealing the Car? A claim of value is one made by a speaker who asserts that something is desirable or undesirable, praiseworthy or blameworthy, such as "Lyndon Johnson Was One of Our Foremost Presidents" and "Going to College is a Worthy Venture Even If You Don't Graduate."

Adapting to a hostile audience: point out that you agree with some of the listener's ideas; refer to experiences you have in common with the audience; demonstrate a concern for the well being of all; and, use humor at your own expense.

STYLE

Style is the arrangement of words to present ideas or the individual way a speaker presents his or her ideas.

Style may be classified as simple, conversational, moderate, noble or majestic, and ostentatious. Some aspects of style relate to poetry, prose, sentence format and length, word length and complexity, transitional units, nonfluencies etc.

Word types according to meaning are as follows:

antonyms - words of opposite meaning.
synonyms - words of similar or the same meaning.
homonyms - words pronounced alike but different in spelling and meaning.
heteronyms - words spelled alike but different in pronunciation and meaning.

Word types according to parts are as follows:

morphemes - the minimal unit of meaning. Two subtypes are bound and free. Ex. hits, hit free, s bound.
affixes- those morphemes attached to others to change or modify a word stem.
prefixes- affixes attached to the beginning of word stems to modify the stems.
suffixes- affixes attached to the end of word stems to modify or or change the word stems.

Troublesome terms are those terms that present some difficulty to a large group of people. That is, they are frequently misused.

Examples are: affect-effect; hang-hung; its-it's; raise-rise; set-sat; irritate-aggravate; among--between; counsel-council; that-which-who-whom; principal-principle; here-hear; their-there; advice; capital-capitol; and-an-a-; to-too-two; is that-because; and others.

Some common prefixes are these: pre, post, pro, mono, bi, tri, ante, anti, ex, para, peri, dia, trans, homo, hypo, hyper, tele, di, de, re, ab, hemi, demi, co/com/col, dis/dys, in, en, un, and others.

Some figures of speech are the following: metaphor, simile, hyperbole, personification,onomatopoeia, and others.

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SPEECHES FOR SPECIAL OCCASIONS

Among speeches for special occasions are the speeches of introduction, speeches for courtesy, speeches of tribute, speeches of nomination, and speeches for goodwill.

The speech of introduction is given to create a desire within the members of the audience to hear the speaker. In formulating the content and delivering the speech, keep these in mind: be brief, do not talk about yourself, tell about the speaker, emphasize the importance of the speaker's subject, stress the appropriateness of the subject or the speaker, and use humor if it suits the occasion.

Speeches for courtesy include welcomes, responses, and acceptances. They are given to fulfill one of three obligations: welcome visitors, respond to a welcome or greeting, or accept awards. The major purpose is to express sentiment and create good feeling. In formulating the content and delivering the speech, consider these: indicate for whom you are speaking; present complimentary facts about the person or persons to whom you are extending the courtesy; and, illustrate, but do not argue.

Speeches of tribute include memorials, farewells, and dedications. Typical occasions for such speeches are memorial services, dedications, farewells, and presentation of awards. The major purpose is to create appreciation. Hints to remember are: stress dominant traits; mention only outstanding achievements; and, give special emphasis to the influences of the person or group.

Speeches of nomination are less formal than giving a tribute. Stress who the nominee is, what position he/she is being nominated for, and why this person is qualified for such a nomination. Repetition is very important.

Speeches for goodwill are delivered to enhance the listeners' appreciation of a particular institution, practice or profession. These speeches are used in public relations programs. Typical situations requiring speeches of goodwill are luncheon-club meetings, educational programs, and special demonstration programs. The purpose is to create goodwill unobtrusively. In formulating the content and delivering the speech, keep these in mind: present novel and interesting facts about your subject; show a definite relationship between your subject and the lives of your audience;and,offer some definite service.

Let's return to the speech of introduction. Be sure to secure this information: title of the speech of the speaker you are introducing; purpose of the speech; speaker's name and position; speaker's subject; qualifications of the speaker; occasion for the speech; and, type of audience. The sequence of the speech is: (attention and need steps) Begin the speech with a statement of the importance of the speakers's subject to the members of the audience. (satisfaction step) Follow with sharply abbreviated statements of the speaker's qualifications to talk on the subject he has selected. (action step) Close with a clear announcement of the speaker's name.

The Speech To Entertain

The aim of a speech to entertain is to cause your audience to enjoy themselves. Speeches of a traveler, talks to children and after dinner speeches frequently have entertainment as their purposes. Thus, your aim would be to delight, amuse or give your audience a good time. In this kind of speech, one might use humor, or merely present interesting anecdotes or state curious bits of information. Vividness and originality are very improtant. In whatever one presents, heavy discussion and controversial issues should be avoided.

The speech to entertain is not just funny, and is certainly not what a comedian might present to an audience. There must be a central idea or main idea presented to the audience through light or humor stories. It might involve loyalty, appreciation or comradeship.

Situations most frequently calling for a speech of entertainment are those of club meetings, dinners, parties, anniversaries, or reunions.

Some characteristics of delivery are:

a). Act as if you are enjoying the speech.
b). Be congenial and good natured but don't force merriment.
c). Be quick, alert, lively and animated.
d). Don't let the speech drag.
e). Be optimistic and don't overload troubles.
f). Avoid complicated arrangments of ideas.
g). Let one story lead to another.

There are several kinds of humor one can present:

a). Things out of their expected order.
b). Exaggeration or overstatement.
c). Puns or plays on words.
d). Poking fun at authority or dignity
e). Irony
f). Burlesque or parody
g). Unexpected turns
h). Unusual or eccentric traits of people.

Some topics for speeches are:

1). The Happiest Day of My Life
2). The Misfits in my Life.
3). How to Play a Piano in one Lesson.
4). Which Comes First.....
5). The Best Book I Ever Read.
6). People and Their Dogs.
7). How to Lose Money & Women.
8). How to Catch a Husband.
9). My Most Unforgetable Teacher.
10). The Best Boyfriend I Ever Had.
11). How to Manage Children.

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WHAT IS STAGEFRIGHT?

by

Adeline L. Evans, Professor of Speech, Florida A&M University

Stagefright is a phenomenon which may begin in childhood. Some describe stagefright as an extreme shyness to appear before the public, especially if speaking is required. Others call it speaker's apprehension. In adult students, stagefright is similar to test anxiety, except that the object of the anxiety is speaking in public instead of taking a test. Stagefright or fear of speaking may run the gamut from anxiety in speaking to another person to apprehension in making a public speech. Stagefright has two features: cognitive and somatic features. The cognitive features are those related to the thought pattern wherein the speaker thinks that he/she cannot speak in public. The more the speaker says he/she cannot speak, the less he/she can. The more the speaker says he/she can't, the more self-fulfilling the thought becomes. In other words, what the mind believes, the body perceives. The somatic features enter the picture. The somatic (bodily) aspects are those of the physical features of fright, such as sweaty brows, hands, and underarms; blinking eyes; dry mouth; rapid heart beat; weak knees; and an itchy throat. Of course, most stagefrightened people have only a few of the features described above, while extreme cases may present much more individuality. A few suggestions to help reduce stagefright are as follows:

1. Speak as often as you can. In speaking often, you will improve your speaking skills as well as your confidence in speaking.

2. Have a regular exercise plan. Many stagefrightened persons are unable to reduce stress of which stagefright may be only one behavioral aberration.

3. Repeat to yourself often, "I can, I can, I can; I know I can."

4. Take several swallows of water to relax the throat before speaking.

5. Remember to open and to close the mouth, to take a deep breath, and to look at the audience before beginning to speak.

6. Speak your "mind" without swearing or nicknaming, even if you do so alone.

7. Look in the mirror while you practice your speech. Maybe this will help you view yourself as a speaker.

8. Tape your speech before presenting it to an audience.

9. Refine your speech by correcting mispronunciations, defining unfamiliar words, and practicing standard grammatical usage.

10. Utilize the three p's in your speech: positivity, preparation, and practice.

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Name_____ SS No._____
Class_____ Date_____

EXPERIENTIAL SPEECHES WORKSHEET

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Speech Hints

1. Purchase a small library for speech: a collegiate dictionary, a thesaurus , a synonym book, a fact book, a world atlas,a grammar book, a quotation book and a speech handbook.

2. Collect articles or sayings you find interesting and make these a part of the speech library.

3. Stay current about local, state, and world affairs. This will help you devise good topics on which to speak. Your every day conversation will also be enriched.

4. Practice speaking every day. Good speaking requires much practice. Say words that you find hard to say to yourself and to a friend. Learn news words you find in the newspapers.

5. Plan your public speaking, be it for an interview or a speech in class. Review these seven steps: 1) find an interesting and appropriate subject; 2) limit the subject; 3) formulate a purpose and a core statement; 4) analyze the needs, interests, attitudes, and values of the audience; 5) research the subject; 6) write an outline; and, 7) practice the speech silently and aloud.

6. Remember to select a subject based on your interest and knowledge. If the audience is well aware of the topic and its contents, you may find it difficult to create and maintain their attention.

7. Have your purpose well in mind. Are you going to inform, instruct, persuade, amuse, or inspire. The presentation of the information differs according to your purpose. Can you formulate one sentence which summarizes the main ideas in your speech? This is the core statement.

8. Analyze your audience as if you were one of them. What would get your attention? What would you want to hear in the speech? What should you know about the subject? How could your attention be maintained throughout the speech? What type content would best prove or clarify the subject?

9. Look for information everywhere. Don't forget to use traditional sources, such as dictionaries, encyclepodias, almanacs, atlases, quotation books, and anthologies.

10. Jot down main ideas. Discuss each part silently and aloud. Look for additional information, and quote correctly. Have a friend to hear your presentation. Good speaking!

THE VITA

Name
Address (Work, Home)
Telephone Numbers (Work, Home)

1. Career Goals

2. Education (Formal Training)

3. Work and Employment Experience

4. Organizations and Affiliations

5. Honors, Recognition, and Listings

6. Presentations and Publications

7. Skills

8. Public Service

9. Interests and Hobbies

Remember to order events from the most recent to the earliest.
Keep the same style, tone, and format in the same section.
Revise the vita to reflect interest in the prospective position.

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